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| Regional Breakout #2: Day #1:  The Facilitator: Roles, characteristics, actions and strategies | | Grade K-12 |
| **105 minutes** | **Rational aim:** clarify the role, characteristics, actions and strategies of a facilitator  **Experiential aim:** participants will develop a mind map describing their vision of a facilitator, reinforcing and adjusting it to reflect their new learning after viewing and coding video/script of a facilitator “in action” | Materials  Sticky notes, Chart Paper/ markers, BLM 1.2.1(codes w description), Highlighters, Video and speakers,  BLM 1.2.2 |
|  | Whole Group 🡪 Experience sharing  On a piece of chart paper, have a horizontal axis prepared to represent the total number of years of experience of the participants as facilitators.    Each participant places a dot above one of the numbers. Once the data has been collected, total the number of years of collective wisdom within the group. Acknowledge the power within the group. Debrief the format of the activity (data collection) and the math that could be pulled out of the graph. See PowerPoint.  Groups of 4 🡪 Annotated Illustration (Mind map)  Use the facilitator “mind map” that was started in the plenary. Each group adds specific examples or related moves. Post mind maps for all to view, Keep these posted for the duration of the camp for reference/revisions. | Provide each participant with dots.  Provide each group with chart paper and markers (other items desired e.g., stickers) |
| Minds On… |
| **20 minutes** |
|  | Whole Group 🡪 Codes and Video viewing  Review codes and description (BLM 1.2.1) and ask clarifying questions. Additional codes can be included if the group feels it is appropriate after reflecting on the mind maps. View video once without coding to acquire a sense of the interactions and environment.  Individual 🡪Coding facilitator characteristics /actions/ strategies  Distribute script (BLM 1.2.2) and watch the video again. Participants can highlight phrases / sentences that are facilitator actions**.**  During, or after the video, participants indicate the code for a phrase/sentence/chunk. After video is complete, individuals will complete the right hand side of BLM 1.2.2 with their rationale for coding.  Pairs 🡪Sharing and comparing  Compare coding sheets and dialogue about the similarities and differences.  Whole Group 🡪 Codes Reflection  Each pair shares a response to one of the following (provide them a choice):   * Share one “aha” moment during this coding process. * How might a facilitator use this process (i.e. coding) in a different way?   As a facilitator, share your own “aha” moment. In particular, highlight the sequence of the moves that the facilitator used (e.g. observer – navigator – challenger). | It may be necessary to view the video a third time to unpack the “how” or “why” of the facilitator strategy.  The richness is in the discussion – no need to have the “right” answer. |
| Action! |
| **80 minutes** |
|  | Individual 🡪Reflection of personal goals  Prompts: Reflect on your goal for this week and beyond with your deeper understanding of the role of a facilitator. Revise/adjust if you feel it’s necessary. Be more specific if you can about what you need to do to achieve this goal. What activities/reading/resources are available to help you achieve your goal? |  |
| Consolidate Debrief |
| 5 **minutes** |